

Introduction to Early Childhood Education (62.121)

Fall 2011 (3 Credit)
MWF (All Sections)
121-01- 11:00-11:50 am
121-02- 12:00-12:50 pm
121-03- 1:00-1:50 pm
2223 McCormick

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Office Hours: MW 3:00-5:00 pm
F 10:00-11:00 am

"A teacher affects eternity he can never tell, where his influence stops."
Henry Brooks Adams

Course Description

This course examines the historical and philosophical foundations of early childhood education. It analyzes current issues, programs and practices relating to children from birth to age eight.

Course Objectives

As a learner the student will:

1. Describe the motor, cognitive, physical, language, psychosocial, and moral growth and development of children from birth to age eight. (INTASC 1, 9/Danielson 1a, 4a)
2. Describe and evaluate the influence of prominent educators on the development of early childhood education such as Montessori, Piaget, Vygotsky, and Dewey. (INTASC 1, 3, 7, 9/Danielson 1a, 2b, 2d, 4a)
3. Compare and contrast the basic features of early childhood models such as Montessori, High/Scope, and Reggio Emilia. (INTASC 1, 9/ Danielson 1a,1b)
4. Identify and describe how childcare programs operate for children from birth to age eight. (INTASC 1,9/Danielson 1a, 4a)
5. Identify and compare the basic features of kindergarten programs. (INTASC 1, 9/Danielson 1a, 4a)
6. Identify and analyze contemporary, social, political, economic, cultural, and educational issues that affect children and shape early childhood education policies. (INTASC 1, 9/Danielson 1a, 1b, 4a)
7. Compare and contrast ways to guide children's behavior and help them become responsible. (INTASC 1, 9/Danielson 1a, 4a)
8. Describe the ways to communicate with and include parents, families and communities in the early childhood educational process. (INTASC 1,10/Danielson 1a, 4c)
9. Describe the range of technology available for early childhood classrooms. (INTASC 1, 4/ Danielson 1a, 1d)
10. Describe the basic provisions and implications of IDEA and ADA. (INTASC 1, 9/ Danielson 1a, 4a)
11. Describe the dimensions of professionalism in school and community settings. (INTASC 9, 10/ Danielson 4a, 4d-f)

Text

Feeney, S., Moravicik, E., Nolte, S., & Christensen, D. (2008). *Who am I in the lives of Children? An introduction to Early Childhood Education* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Academic Honesty:

Bloomsburg University is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. Use of the **Turnitin** service is subject to the Terms and Conditions of Use posted on **Turnitin's** website. *Please note it is considered a violation of academic honesty to submit the same assignment to more than one professor without prior permission.*

The Bloomsburg University Writing Center (BUWC) offers free support for graduate and undergraduate writers at any point in the writing process. Take the draft of the paper you are working on (or the writing assignment, if you have not started a draft). They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar, mechanics, or format; and they can help you develop strategies for proofreading and editing.

The BUWC opens for Fall 2011 on Sept. 12th. Hours are Mon.—Thurs. from 10:00 am to 7:00 pm and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours Sun.—Thurs. from 7:00 pm to 11:00 pm in the Andruss Library, Room 139. To request an appointment, email buwc@bloomu.edu.

Visit their website <http://bloomu.edu/writingcenter><<http://departments.bloomu.edu/writingcenter/>> for more information.

Attention Students Who Have Disabilities:

If you have an identified disability that may affect your performance in this class, please schedule an appointment with the professor as soon as possible so that reasonable adjustments/provisions may be discussed to insure that you will have an equal opportunity to meet course requirements. All disability – related information will be kept confidential. More information may be obtained from the Office of Accommodative Services for students with Disabilities located in the Student Services Center (389-4491).

Important Notes:

1. **The instructor reserves the right to alter the syllabus and the course schedule at her discretion.**
2. Students are expected to check **BOLT** on a regular basis.
3. **ATTENDANCE IS EXPECTED.**
4. You are responsible for updated clearances (Act 34, Act 114, and Act 151) and an up-to-date Tuberculin test prior to the beginning of your field experiences.

REQUIREMENTS:

1. Attendance and Participation (30 points)

In order to make the course rich and meaningful, each student comes to class having read the assigned materials and prepared to engage in thoughtful discussions. Attendance and participation points are earned through being present, prepared, and actively participating in class activities and discussions. You are required to email prior to the meeting if an absence cannot be avoided. Excused absences follow university policy: 1) personal illness; 2) Death or critical illness in the immediate family; 3) Participation in a college sponsored activity. It is your responsibility to submit written documentation of the excused absence within one week of the absence. **Three or more unexcused absences will deduct 1 point per absence.**

In addition, throughout the semester, you will be asked to respond to 1-2 questions related to assigned readings in class. These responses will be used for cumulative assessment of your preparedness for class and your understanding of some key ideas about the required readings. These responses will sometimes be done individually and sometimes in small groups.

2. Observation Response Log (20 points)

Each student will take notes of various ways in which teachers, children, and learners are represented on television, in the newspaper, in schools etc. Through your “observing” you will encounter experiences that make you stop and think about the teaching profession and/ or how a “student” is being defined in multiple ways by various people. Write your personal response in your Observation Response Log. State your feelings, thoughts, reactions, and questions about situations, ideas, actions, and settings. Write about what you like and dislike, what seems confusing or unusual to you. Tell what you think something means. Make predictions about what might happen later. Relate your personal experiences which connect you with the teacher or student. Let me hear your voice. Remember your Observation Response Log is a place to record your reactions and questions, not just a place to simply summarize what you've experienced. Bring at least two Response Log Entries (a written description of an experience, a photograph, a description of a movie, an article you read, etc.) Each log should be a **1 page response** of how this particular “observing” experience lead you to think critically about the teaching profession.

3. The Past is the Bridge to the Future (20 points)

Small groups of students will investigate historical figures that influenced the development of early childhood education. Each group will write a two page research report of their selected figure involving a biography, educational beliefs, and contribution to the field. Each group will provide a 5 minute oral presentation of their research during class.

4. 2 Quizzes (40 points, 20 points for each)

The Quizzes will cover all information/materials presented through the class lecture, PowerPoint presentations, class discussion, and assigned readings. It is expected that the students will read and be responsible for the assigned chapters/readings even if the material is not directly covered in class.

5. Issue/Trend Activity (30 points)

Across the semester, students in a group of 3-4 will select one issue/trend in early childhood education to provide a 10-15 minute PowerPoint presentation of their issue. Possible issues include (other topics considerable with approval)

- Achievement Gap
- Reward and Punishment
- Testing
- Superhero or Violent Play
- Discipline
- Technology with young children
- English language learner
- Homework
- Universal Preschool
- Readiness
- Teacher's Attitudes

Students must post their PowerPoint on the discussion board on BOLT before the presentation date, and will receive written feedback on their work from classmates. The PowerPoint should include the following components:

- A statement of the key issue
- Pros and Cons of the issue
- A summary of three or more documents (research articles, newspaper or magazine articles, videos, websites, book etc.)
- At least one quotation from interviews with different people
- A critical reflection based on new knowledge/opinions

6. Valuing Differences (20 points)

Each student will attend a diverse cultural event/ organization **during this semester**. It should be a culture or a group that you would normally have no exposure to and will be the (Minority) in the context (e.g., multicultural events, nursing homes, religious worship, etc.). Students will present a 5 minute oral summary in class describing their experience. Each student must have attached evidence of attendance (photo, program brochures, etc.).

7. Final Exam (40 points)

The final exam will cover all information/materials presented through class lecture, PowerPoint presentations, class discussion, and assigned readings. It is expected that the students will read and be responsible for the assigned chapters/readings even if the material is not covered directly in class.

Extra Credit: Students will gain 5 points of extra credit by submitting official documentation of participation as a SHARE tutor for 10 hours this semester (<http://departments.bloomu.edu/solve/share.html>) or other community services that involve children. In the case of community services, it is required to provide an official documentation of the service including student name, program or service title, a brief description of volunteer work, the contact information and a signature of a supervisor or director, and volunteering hours. Individual services will not be eligible for community services. The document must be submitted two weeks before the final week.

Grading:

NO INCOMPLETES will be given in this course except in unusual extenuating circumstances and with permission of the instructor. Assignments handed in after the due date will be lowered 5% per day. Written assignments will be typed, edited, and in compliance with citing references for any quotations, ideas, or other content borrowed from other resources.

Attendance and Participation	15%
Observation Response Log	10%
The Past is the Bridge to the Future	10%
2 Quizzes	20%
Issue Trend Activity	15%
Valuing Differences	10%
Final Exam	20%

Letter Grade	Percentage	Points
A	93 - 100	186 - 200
A-	90 - 92	180 - 185
B+	87 - 89	174 - 179
B	83 - 86	166 - 173
B-	80 - 82	160 - 165
C+	77 - 79	154 - 159
C	73 - 76	146 - 153
C-	70 - 72	140 - 145
D	60 - 69	120 - 139
E	59	199 or below

Communication

For correspondence regarding this course, please use email on the course BOLT.

Course Schedule

Week	Date	Topics	Readings	Due
1	Aug 29	Introduction		
	Aug 31	Introduction		
		Introduction		
2	Sept 5	<i>No Class</i>		
	Sept 7	Professionalism	Chapter 1	
	Sept 9	Professionalism		Observation Response Log
3	Sept 12	Child Development	Chapter 5	
	Sept 14	Child Development		
	Sept 16	Child Development		
4	Sept 19	Child Development		Issue Trend Activity
	Sept 21	Child Development		
	Sept 23	Child Development		
5	Sept 26	Quiz		Quiz
	Sept 28	History of Early Childhood	Chapter 3 (pp. 56-73)	
	Sept 30	History of Early Childhood		The Past is the Bridge to the Future
6	Oct 3	History of Early Childhood		
	Oct 5	Educational Models	Chapter 3 (pp. 74-90)	
	Oct 7	Educational Models		
7	Oct 10	Educational Models		
	Oct 12	Early Childhood Education and Care	Chapter 2	

	Oct 14	Early Childhood Education and Care		
8	Oct 17	Review		
	Oct 19	Quiz #2		QUIZ
	Oct 21	Learning Environment	Chapter 8	Issue Trend Activity
9	Oct 24	Contemporary Issues #1		Issue Trend Activity
	Oct 26	Learning Environment		
	Oct 28	Learning Environment		
10	Oct 31	Contemporary Issue #2		Issue Trend Activity
	Nov 2	Inclusion	Chapter 12	
	Nov 4	Contemporary Issues #3		Issue Trend Activity
11	Nov 7	Working Families	Chapter 13	
	Nov 9	Working Families		
	Nov 11	Working Families		
12	Nov 14	Diversity in School		Valuing Differences
	Nov 16	Contemporary Issues #4		Issue Trend Activity
	Nov 18	Curriculum	Chapter 10	
13	Nov 21	Curriculum		

	Nov 23	<i>No Class Thanksgiving Recess</i>		
	Nov 25	<i>No Class Thanksgiving Recess</i>		
14	Nov 28	Curriculum Planning	Chapter 11 (pp. 350-361)	
	Nov 30	Being the Teacher Who Makes a Difference	Chapter 14	
	Dec 2	Being the Teacher Who Makes a Difference		
15	Dec 5	Being the Teacher Who Makes a Difference		
	Dec 7	Being the Teacher Who Makes a Difference		
	Dec 9	Review		
16	Dec 12	Final Exam Week		
	Dec 14	Final Exam Week		
	Dec 16	Final Exam Week		

SCHEDULE AND REQUIREMENTS MAY CHANGE DUE TO THE NEEDS OF THE CLASS